

**THESIS**  
**IMPROVING STUDENT'S ABILITY AT WRITING DESCRIPTIVE TEXT BY**  
**USING THE LEARNING CELL LEARNING STRATEGY AT THE FIRST**  
**YEAR OF MTs YAYASAN ISLAMİYAH MEDAN**  
**IN 2016/2017 ACADEMIC YEAR**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN –SU Medan as  
a Partial Fulfillment of the Requirements for S. I Program*

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Assalammualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya,  
terhadap skripsi mahasiswa

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Islamiyah Medan”

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam  
sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih  
Wasalammualaikum Wr. Wb.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 26 April 2017

Yang Membuat Pernyataan

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## ABSTRACT

### **INDA SUSANTI. IMPROVING STUDENT'S ABILITY AT WRITING DESCRIPTIVE TEXT BY USING THE LEARNING CELL LEARNING STRATEGY AT THE FIRST YEAR OF MTs YAYASAN ISLAMIYAH MEDAN IN 2016/2017 ACADEMIC YEAR.**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

**Keywords:** *Student's Ability, Writing Descriptive Text, The Learning Cell*

This research was aimed to improve the student's ability at writing descriptive text by using the learning cell learning strategy. The subject of this research was first year that consist of 22 students of MTs Yayasan Islamiyah Medan 2017 academic year. The technique of analyzing data was applied by using qualitative and quantitative approach. The quantitative data were taken from the tests . The qualitative data were taken from interview, observation , diary note and documentation. Data were taken from the result which was carried out in two cycles. And two cycles conducted in four meetings. The tests were given to the students in pre-test, post-test I and post-test II. The result of analyzing the data showed that there was increasing on the student's ability at writing descriptive text from each cycles. It showed with the mean of pre-test score 61, 81. Where, there were 3 students got success score criteria (13, 63%) and 19 students got unsuccessful (86, 35%). After doing cycle I by using the learning cell learning strategy, there was an improving of the result of the student's mean scores (73, 86). Where, there were 8 students got success score criteria (36, 36%) and 14 students got unsuccessful (63, 63%). Then for the second cycle, there was improvement of student's mean score (82, 42). Where, there were 19 student's got success score criteria (86, 36%) and 3 students got unsuccessful (13, 63%). Based on the interview, observation sheet, diary notes results and documentation showed that the student's activity at writing descriptive text by using the learning cell was very good. In other words, the students were active to take part in teaching learning process.

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I would be pleasure to accept some critics and correction to this thesis. Because, I believe this is still far from perfect. Finally, I hope this thesis become beneficial for those who read and experience in educational field.

Medan, 26April 2017

Inda Susanti

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# INTRODUCTION

## CHAPTER I

### 1.1. Background of Study

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is how to produce a written product. It is a process of transforming ideas coherently and cohesively into written text. In writing skill, there are some kinds of text that will be learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is use to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone.

There are many factors that can influence the low of student's ability at writing descriptive text, such as internally and externally. Internally consist of motivation, interest, personality, element language, etc. externally consist of teacher's ability, facility of school, learning media include learning strategy.

Learning strategy can be defined as the general patterns of activities teachers and students in the embodiment of teaching and learning activities to achieve the objectives that have been outlined.<sup>1</sup> The purpose of learning strategy is to improve the student's quality towards a reliable and capable man.

Ideally, if the teacher can be applying the learning strategy which matches with the student's situation, it can makes the student's more interest and will be

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<sup>1</sup>Trianto Ibnu Badar Al-Tabany (2014). *Mendesain Model Pembelajaran Inovatif, Progresif dan Kontekstual*. Jakarta : Prenada Media Group, p. 169

improved their ability in mastering a learning material. But, based on my study, there are many students still have difficulties to write descriptive text.

This problem happened because the students have difficulties to write descriptive text. Besides that, the teacher always uses conventional method, so that, the students have less interest that affects their ability at writing descriptive text.

Therefore to solve the problems above, the writer proposes use learning strategy like the learning cell learning strategy. The learning cell is an effective way for a pair of students to study and learn together. Furthermore, this strategy is hoped to be able to increase the student's ability at writing descriptive text. Besides that, students can more active and open their opportunity in way of thinking in learning.

Based on the explanation above, the writer would like to observe the usage of the learning cell learning strategy in the student's ability at writing descriptive text at MTs Yayasan Islamiyah Medan. Due to of this interesting, the writer interests in doing research on topic with title, **“Improving Student's ability at Writing Descriptive Text by Using the Learning Cell Learning Strategy at the First Year of MTs Yayasan Islamiyah Medan in 2016/2017 Academic Year”**.

## **1.2. Identification of Study**

Based on the background above, the problem can be identified as follow:

1. The students have difficulties at writing, especially at writing descriptive text.
2. The teacher always uses conventional method.

### **1.3. Limitation of Study**

Based on the identification of study above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, the writer limits the study on: student's ability at writing descriptive text and using the learning cell learning strategy.

### **1.4. Formulation of Study**

Based on the identification and limitation of study above, it is necessary to formulate the study as:

1. Can the student's ability at writing descriptive text be improved by using the learning cell learning strategy at the first year of MTs Yayasan Islamiyah Medan?
2. How is the student's activity at writing descriptive text by using the learning cell learning strategy at the first year of MTs Yayasan Islamiyah Medan?

### **1.5. The objectives of Study**

Based on the formulation of study, the objectives of the research are:

1. To find out the improvement of the student's ability at writing descriptive text by using the learning cell learning strategy at the first year of MTs Yayasan Islamiyah Medan.
2. To know the improvement of student's ability at writing descriptive text by using the learning cell learning strategy at the first year of MTs Yayasan Islamiyah Medan.

## **1.6. The Significance of Study**

The finding of the research is useful in some ways.

### **1. Theoretically**

- a. The research can be used as reference for anybody else who has the same interest in the same field.
- b. The research can be useful as the references in choosing the technique in teaching writing, especially descriptive text.

### **2. Practically**

- a. For the researcher, the research can give a practice in developing her knowledge and skill in problem- solving processes.
- b. The finding of the research can be used by teacher as a reference to improve their technique in teaching writing and to find the most suitable technique for improving the student's ability at writing descriptive texts.
- c. The finding of the research can be useful input for the students to improve their ability and to learn English especially writing skill.
- d. For other researchers, this research can give general knowledge how to improve student's writing ability at descriptive text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Theoretical of Framework

##### 2.1.1. Ability

There are two term definition of ability in this research which related to the context. John. M. Echols and Hasan Shadily in an English Indonesia Dictionary, ability is *kecakapan, bakat dan kemampuan*.<sup>2</sup> It's means that ability is talent, skill, power, interest, to do something. General ability can be defined as potential (capability) of power (to do something physical or mental or special natural power to do something. It is also define as intelligence. According to C.P Chaplin in Syamsu's book, that intelligence is an ability to face and to adapt toward situation quickly and effectively.<sup>3</sup> It means that intelligence is a way of someone to solve a kinds of problem.

Allah also says in Holy Qur'an (An-Nahl:78)

وَلِلّٰهِ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَا لَعَلَّكُمْ تَشْكُرُونَ  
(٧٨)

Meaning: *And Allah has brought you out the wombs of your mothers while you are nothing, and He gives you hearing, sight and hearth that you may give thanks (to Allah).*

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<sup>2</sup> John. M. Echols and Hasan Shadly (1996), *Kamus Inggris Indonesia*. Jakarta: PT Gramedia, p .2

<sup>3</sup> Syamsu Yusuf LN, (2011), *Psikologi Perkembangan Anak dan Remaja*. Bandung: PT Remaja Rosdakarya, p .106



From this verse, we will know that men born purely. Their environment especially their parents, influence their needs and characters in daily.

The ability of students to understand the material is not same, although they are thought by same teacher because their power to understand the material is different. The ability must get it themselves the students should be concert their mind to the subject.

### **2.1.2. Writing**

#### **2.1.2.1. Definition of Writing**

The definition of writing has several meaning. According to Jhon Langan in his book, that writing is treated as a process.<sup>4</sup> This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Writing is both a physical and a mental act.<sup>5</sup> At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

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<sup>4</sup>JhonLangan (1985), *College Writing Skill with Readings (Fifth Edition)*. America :McGraw Hill Companies, p . 14

<sup>5</sup>David Nunan (2003), *Practical English Teaching*. America : McGraw Hill Companies, p .88

Writing, one of the world's oldest technologies, uses an expansive array of tools, from pencil or pen to software programs and video streaming capacities.<sup>6</sup>

According to UtamiDewi in her book, that writing is the expression of language in the form of letters, symbols, or words.<sup>7</sup> It means that someone can express what are there in their mind by using letter, symbol, or words that can be understood by the reader as a manifestation from their mind.

There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.

#### 1. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story

#### 2. Recount text

Recount text is a text which retells events or experiences in the past. It focuses on individual participant and sequence of event. Its purpose is either to inform or to entertain the audience.

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<sup>6</sup> Andrea A. Lunsford (2010), *The St. Martin's Handbook Sixth Edition*. New York : R. R Donnelley & Sons Company, p .24

<sup>7</sup>UtamiDewi (2011).*How to Write*, Medan: La-Tansa Press, p. 2

### 3. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are considered newsworthy or important.

### 4. Procedure text

Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose to help us do a task something. They can be set of instructions or direction.

### 5. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

### 6. Report text

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. To presents information about something, as it is.

### 7. Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to show the readers that the idea is the important matter.

### 8. Spoof text

Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function. Its social function is to entertain and share the story.

#### 9. Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text. The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

#### 10. Explanation text

Explanation text is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the questions "how" or "why".

#### 11. Discussion text

Discussion text is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

## 12. Review text

Review is a text which presents critical analysis on events or works for readers or public audiences. Its purpose is to critique or evaluate an art work or event for a public audience

## 13. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

From the kinds of text above, the writer choose the descriptive text to be applied in writing.

### **2.1.2.2. Writing Process**

Writing process is a private activity. Writing process can help them in composing their thought into paper. Writing process as a classroom activity incorporates the four basic writing stage- Planning (pre-writing), drafting, revising, and editing, evaluating, publishing. There are several writing process, they are:

#### **1. Planning (Pre-writing)**

Students generate ideas for writing.<sup>8</sup>. There are several prewriting techniques that will help to think and developed a topic and get word.

##### **a. Group Brainstorming**

Group member spews out ideas about the topic. Spontaneity is important here. There are not rights or wrong answer. Group members

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<sup>8</sup>UtamiDewi(2013), *How to Write*. Medan : La-Tansa Press, p . 9

may have up come up with a new ideas that seemed silly or impractical, but one idea led to another, and you eventually hit on an ideas that worked.<sup>9</sup> Students may cover familiar ground first and then move off to more abstract or wild territories.

b. Clustering

Student's form word related to a stimulus supplied by the teacher. The word are circled and then linked by lines to show discernible cluster. Clustering is simple powerful strategy.

c. Rapid Free writing

Within a limited time students can make write quickly a single word or phrase about a topic. The time limit keeps the writer's minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

d. WH-Question

WH-question is who, why, what, where, when and how question about the topic. This can help to write a paragraph which has correlation to the topic.

## 2. Drafting

In the second stage is drafting, in the drafting stage the writer are focused fluency of writing with grammatical accuracy. In this way, you are attempting to draw out the essay's concept. Use your first draft to:<sup>10</sup>

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<sup>9</sup>Beverly Ann Chin (2004), *How to Write a Great Research Paper*. Canada : Jhon Wiley & Sons, Inc, p. 10

<sup>10</sup> Ibid, p. 22

- Formulate a working introduction
- Organize your ideas.

### **3. Revising**

Revising means rewriting an essay, building on what has already been done to make it stronger. Then they revise their draft, then review their draft on the feedback given in the responding stage. There are several stages to the revising process: revising content, revising sentence and editing. You can make decisions about revising your writing:<sup>11</sup>

- Revising your sentences; revising overall structure.
- Revising your paragraph; evaluating coherence.
- Revising your words choice.

### **4. Editing**

In this stage students have prepared the final draft for evaluation by the teacher. They edit their own work in grammar, spelling, punctuation, diction, sentence accuracy of supportive textual material like quotation, example and etc.

### **5. Evaluating**

After the students have finished, the next stage is evaluation students writing. In this stage students will get score may be scoring from analytical. The criteria for evaluation should be made known to students in advance. In this way they are made more responsible for their own writing.

### **6. Publishing**

The final step of writing process is publishing. This means depending on the piece you are working on:

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<sup>11</sup> Ibid, p. 23

- Blogger need to upload, format and post their piece of completed work.
- Students need to produce a final copy of their work, in the correct format.
- Journalist need to submit their piece (usually called “copy”) to an editor.
- Fiction writers may be sending their story to a magazine or competition.

### **2.1.2.3. Writing Goal**

According to Hampton in SofiFajaryani'sskripsi some of writing goals are:<sup>12</sup>

1. Writers are independent when they are able to write without much assistance.
2. Writers gain comprehensibility when they can write, So that it can be read and understood by themselves and other.
3. Writers are fluent when they are able to write smoothly and easily as well as understand.
4. Writer again creativity when they can write their own ideas. Not copying what has already been written, so that they can be read understood.

### **2.1.3. Descriptive Text**

#### **2.1.3.1. The Definition of Descriptive Text**

Description or descriptive etymologically is derived from the word describe.

Describe means to draw, to illustrate or to picture object, place, person in order to

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<sup>12</sup>SofiFajaryani (2015), *The Use of Learning Cell to Improve Students Writing Skill on Hortatory Exposition Text in the Eleventh Grade Students of MAN I Magelang*. Skripsi.FITK.PendidikanBahasaInggris. IAIN Salatiga.From 5946142473. pdf.Retrieved February 20, 2017 at 09.30 PM.



have visual appearance of the object described.<sup>13</sup> Descriptive text is a text which says what a person or thing is like.

According to Mukarto in his book that written by KusdiantoKusumaRahman in his website, that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc.<sup>14</sup> From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

### **2.1.3.2. The Generic Structure of Descriptive Text**

Descriptive text has structures as below:

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<sup>13</sup>Wy. Dirgeyasa (2014), *College Academic Writing: A Genre-Based Perspective*. Medan : Unimed Press, p.3

<sup>14</sup>Kusdianto Kusuma Rahman ( Post on April 28, 2015). Definition and Characteristic Writing Descriptive Text). Retrived January 27, 2017 at 09.27 PM. From: <http://www.idwrite.com/2015/04/definition-and-characteristic-of.html?m=1>

1. Identification

In this generic structure introduces to the subject of description.

2. Description

In this part give details of the characteristic features of the subject. Such as :  
 qualities, characteristics, describing the phenomenon in parts, qualities, or/and  
 characteristic, size, physical appearance, ability, habit, daily live, etc.

### **2.1.3.3. The Language Feature of Descriptive Text**

Significant Grammatical feature of descriptive text are:

- a. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
- b. Use of Simple Present Tense.  
 Use of Past Tense if extinct.
- c. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
- d. Use descriptive adjectives (strong legs, white fangs).
- e. Use of detailed noun phrase to give information about the subject ( a very beautiful scenery, a sweet young lady, very thick fur).
- f. Use of action verb 'material processes' (it eats grass, it runs fast)
- g. Use of adverbial to give additional information about behavior (fast, at tree house).
- h. Use of figurative language (Jhon is as white as chalk).

### **2.1.3.4. Types of Description Text**

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:<sup>15</sup>

- Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

#### **2.1.3.5. The Assessment of Writing Descriptive Text.**

The goal of classroom assessment is to enhance student learning result. Instructors use variety of method in the classroom to get feedback about student's learning in terms. There are nine categories of writing descriptive text assessment taken from College Academic Writing: A Genre-Based Perspective book. Each category is rated on five point scale. The highest score possibly acquired is 100 if a student gets the highest point in each category.

**Table I. Assessment at writing descriptive text**

No	Performance Indicators	Scores				
		5	4	3	2	1
1	First paragraph introduces the topic clearly and grabs the reader's attention					

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<sup>15</sup>Joyce Amstrong Carrel (2001), *Writing and Grammar Communication and Action*. America : Prentice Hall, p.101

2	The content/idea of the text is in line with the topic/title					
3	Overall writing makes sense/has clear message.					
4	The text structure/generic structure meets the nature of descriptive generic structure					
5	All paragraphs flow cohesively and coherently					
6	The structural patterns follow the convention of the English language and in line with the descriptive text.					
7	The vocabulary and word choices are correctly and properly used.					
8	The words are correctly spelled.					
9	The text mechanics are correctly and properly used.					
Total Score						
Student's Score : total score/45x100						

#### 2.1.4. Definition of Strategy

In general, the strategy has an idea of an outline of the bow to act in order to achieve specific targets. Connected with learning, a strategy can be defined as the

general patterns of activities teachers and students in the embodiment of teaching and learning activities to achieve the objectives that have been outlined.<sup>16</sup>

According to Sulistyono in TriantoIbnuBadar Al-Tabany's book, that the learning strategies is a special carried out by the teacher to make the students more understand about learning materi so reaching the goal of expected.<sup>17</sup> It means to make students can get the material completely the teacher should be give a good attention to the way in the teaching learning process.

The purpose of learning strategies is that student success is largely dependent on the skills to learn independently and to monitor their own learning. This is the path that considered the importance of teaching learning strategies.

According to Arends in TriantoIbnuBadar Al-Tabany's book, that independent learning (self-regulated learner) is the learners who can do something important and common characteristics, among others:<sup>18</sup>

- a. Accurately diagnose a specific learning situation.
- b. Having knowledge of effective learning strategies.
- c. Can motivate yourself is not only with the value or the external motivator.
- d. Being able to persevere in the task so that the task was completed.
- e. Learn effectively and have a lasting motivation for learning.

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<sup>16</sup>SyaifulBahriDjamarah (2006), *Strategi Belajar Mengajar*. Jakarta : PT Rineka Cipta, p .5

<sup>17</sup>TriantoIbnuBadar Al-Tabany (2014), *Mendesain model pembelajaran inovatif, progresif dan kontekstual*. Jakarta : Prenada media Group, p. 169

<sup>18</sup>Ibid, p . 171

Allah says in Al – Qur'an verse An – Nahl 125:

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (١٢٥)

Meaning: *Invite (mankind of Muhammad) to the way of your lord (i.e. Islam) with wisdom (i.e. with the Divine Inspiration and the Qur'an) and pair preaching and argue with them in way that is better, Truly, your Lord know best who has gone astray from his path, and He is the Best Aware of those who are guided. (QS. An – Nahl: 125)*<sup>19</sup>

From this verse, we have to improve ourselves with competence, skill, attitudes, which are derived from Allah SWT, so we can improve the quality of education with various ways, such as development and improvement of curriculum, teacher's strategy, supporting books, and improvement of learning methods.

## 2.1.5. The Learning Cell Learning Strategy

### 2.1.5.1. Definition of Learning Cell

The learning cell was developed in the Swiss Federal Institute of Technology in Lausanne by Marcel Goldschmidon 1971.<sup>20</sup> According to Marilla Svinicki and Wilbert McKeachie in their book, that the learning cell, or student dyad, refers to a cooperative form of learning in pairs, in which students

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<sup>19</sup> Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan (Post on October 06, 2003), *The Noble Qur'an has been Translated into the Modern English Language*. Retrieved February 20, 2017 at 07.30 PM. From WWW/Alqur'an/EnglishTranslate.

<sup>20</sup> Istarani (2012), *58 Model Pembelajaran Inovatif*. Medan : Media Persada, p. 228

alternate asking and answering question on commonly read material.<sup>21</sup> In other hand, The learning cell is an effective way for a pair students to learn together. It is an active learning style.

According to Barkley in A. Surjadi's book, that learning cell technique motivates students to practice interpersonal skill such as giving feedback in nonthreatening ways, maintaining focus, and developing and sustaining mutual task. In the other hand, this learning strategy requires students to prepare, explore and expand their knowledge on the subject, topic or training materials / subjects concerned.<sup>22</sup>

#### **2.1.5.2. Procedures of the learning cell**

Bellow the explanation of the learning cell's steps at writing descriptive text, as follow:

Before using the strategy students should be prepare the material like read a relevant book or from internet, teacher etc.

1. At the beginning of the meeting, the students assigned to pair up with the comrades who favorite seeking.
2. Students given the task by the teacher to observe a picture or imagine something.
3. The teacher asks to students to write a list of questions individually about the description of the picture or imagine something in detail and determines who is become student A and student B.

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<sup>21</sup>Marilla Svinicki and Wilbert McKeachie (2011), *Teaching Tips*. USA : Wadsworth Cengage Learning, p .194

<sup>22</sup> A. Surjadi (1989). *Membuat Siswa Aktif Belajar*. Bandung : MandarMaju, p .144

4. Student A start to asking question to student b (this is not a problem for student who wants to ask firstly), and student B write the question and answer it.
5. After receiving the answer question and has done correction or additional information from student B, Student A writes the answer and back asked if there is an answer less satisfying.
6. After finish turn student B who ask to student A and so onward.
7. During on ongoing question and answer, the teacher move from pair to pair to give feedback, additional, correction about asked responsible between student A and B.
8. If it has been completed asked responsible between student A and B. they gather the answer's result and start to write it in the descriptive text individually.

#### **2.1.5.3. Advantages of the Learning Cell**

The learning cell as a learning strategy is useful in teaching learning process. There are five reasons of using the learning cell in teaching learning process,as follow:

1. Students are better prepared for the material to be studied because students already have material information that will be learned through various sources including books, the Internet, teachers and people who are experts in the material.
2. Students will have the confidence in learning because it uses peer learning in the learning process. Students who give answer and explanation would not hesitate in asking questions that are not understood. In contrast the



answerer can increase his knowledge, increase the ability to communicate to the peers.

3. Students are active in learning both before and after the learning itself and at the time of learning. It happened because the students are given guidance to find his own material at any time after or before learning from a variety of sources, while at student learning reiterated acquired content to students.
4. Independence of the students in the learning process is very great because students are required to obtain information before and after learning then communicates back to the material obtained by other students during the learning takes place.
5. The social student's relation is getting better, between students and students, students with teachers and students with other people. In the class-oriented students, each student is a student and teacher.

#### **2.1.5.4. Disadvantages of the Learning Cell**

Based on advantages of the learning cell learning strategy has mentioned above, this study can be conducted that the disadvantages of the learning cell learning strategy, as follow:

1. Literature is limited, but it can be anticipated to encourage students to read books that are relevant or via the internet.
2. If students are not diligent in searching for information then learning the learning cell technique is becoming less effective, but this buffer is anticipated by the teacher by providing motivation and rewards to students who obtain information from all of sources subject matter.

## 2.2. Related Study

1. Putri Khairani Rambe (2014) in a study entitled “ Increasing the Student’s Ability in Writing Descriptive text by Using Mind Mapping Learning Strategy at the second year students at MTS IRSY ADUL ISLAMİYAH Tg. Medan 2013/2014 Academic Year”. This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and document. The quantitative data were taken from the mean of student’s score in taking test. The result indicated there was an improvement on the student’s ability in writing descriptive text by using mind mapping learning strategy. It was supported by the fact of the mean of the score in every meeting increased. The mean of the orientation-test was 56, 23. It was very low because they were only five student’s got score up 75. The mean of the post test of cycle I 73, 6. It was higher than pre-test. The mean of post-test of cycle II 81, 86. It was higher than the post test of cycle I. the improving of the mean of the student’s score from the pre-test of the cycle I to the post test of cycle II was 56, 66% or in the other hand 57%. Then the percentage of the students who got point up 75 pre-test was 16, 66% (5 person). The percentage of the students who got point up 75 in post-test I was 33, 33% (10 person). And the percentage of students who got point up 75 in post-test II was 73, 33% (22 person). The improving of the percentage from pre-test to the post test of cycle

I was 16, 67%. The improving of the percentage from post-test I to the post test II was 40%. So, the total improvement was 56,67% its about 57%. The result of these research showed that the implementation of mind mapping learning strategy can improve the student's ability in writing.

2. Sri RizqiAnggitaBatu Bara (2012) In A Study Entitled “ The Implementation of Imagine Strategy In Increasing The Student's Ability To Build Up Descriptive Text on The Second Year Students at MTS TMI TA”DIB AL-SYAKIRIN Medan. The aims of this study were to find out the implementation of imagine strategy to increase the student's ability, to build up descriptive text. The population of this study was the second year students MTS TMI TA”DIB AL-SYAKIRIN Medan 2012/2013. Academic years. The writer used total sampling, there were 25 students as the sample and this research applied by classroom action research. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from interview, observation sheet, and document. The quantitative data were taken from the test. The data was analyzed with percentage of mean formula:  $P = \frac{Rx100\%}{T}$ . The result of analysis showed that mean of the pre-test was 53. The mean of second cycle was 73,2. The percentage of students who got point up to 65 grew up. On the pre-test, there was only 20% (five students) who got point 65 above. On the post test of cycle I, there was 68% (seventeen students) who got point 65 above. It means there was

improvement about 48%. On the post test of cycle II there was 84% (twenty one students) who got point 65 above. And the improvement was about 36%. The total improvement from the pre-test to the post test of cycle II was 84%. It indicated that the implementation of imagine strategy was effective as it could increase the student's ability to build up descriptive text.

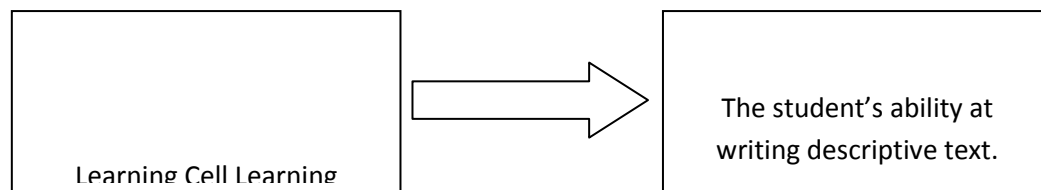
### **2.3. Conceptual Framework**

Writing is process organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text. It is a complex cognitive activity in which the writer is required to demonstrate control of number of variables simultaneously.

Moreover, in writing a certain type of text, writers have to deal with certain language features. In writing descriptive text, the writers deal with details and characteristic feature of person, thing or place. Therefore, writers need good vocabulary mastery in order to be able to describe someone or something clearly. With that poor mastery, students often have problem in choosing the appropriate words to provide information about subject.

Those elements of writing can be developed with practice. The ability to write the better sentence and choose the better word does not come from a book, but with experience. To help the students improving their writing ability, the teacher should implement strategies in the writing instruction and provide the students with appropriate trainings. Besides that, the students also need to train their selves to develop their writing skill.

The teacher should choose an appropriate learning strategy to apply in writing class. The learning cell learning strategy is suitable to be applied in writing class. It can improve the student's ability at writing descriptive text interactively because this learning strategy is done in pairs that the students can cooperative with others. To make the conceptual framework more clear, so it can be seen the following draft:



Based on the draft above, it can be seen that the teaching learning strategy has affected to student's ability in learning. It means, if the teacher does not use learning strategy during teaching learning process, it can make the students bored and it can make their ability low. But if the teacher has used various learning strategy in teaching learning process, it will help the students to have more interest in learning, especially in studying descriptive text.

#### **2.4. Hypothesis**

From the conceptual framework above, the hypothesis of the study is: the student's ability at writing descriptive text can be improved by using Learning Cell learning Strategy.

## CHAPTER III

### RESEARCH METHOD

#### 3.1. Research Design

Research designs are plans that guide decision as to when and how often to collect data, what data to gather, from whom to collect data and how to collect them, how to analyze the data.<sup>23</sup> This research was conducted by applying classroom action research. Classroom action research was applied in this study in order to see the improvement of student's ability at writing descriptive text by using the learning cell learning strategy. Classroom action research can be defined as an action research conducted by teachers as well as researchers in the classroom or jointly with another person by way of designing, implementing and reflecting action on collaborate and participatory aimed to improve the quality of the learning process in the classroom through a particular treatment in a cycle.

There are many possible reasons for conducting in this research, as follows:

1. The researcher wants to know more about the students and have they received the motivation and challenge.
2. The researcher wants to know more about herself as a teacher how effective she/he will be on teaching process and gauge the interest generate by certain topics.
3. The researcher wants to know if a new strategy would work better and make the learning process be easier for students to understand about topic.

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<sup>23</sup>UlberSilalahi( 2009).*MetodePenelitianSosial*. Bandung: PT RefikaAditama, p. 180

### **3.2. Subject of the Research**

The subject of this research is students on grade VII-3 which consisted of 22 students, 9 males and 13 females of MTs Yayasan Islamiyah Medan academic year 2016/2017. It is located on Jalan Suluh No. 71-D Medan.

The reasons of the researcher choose the school because there is problem at writing descriptive text at the first grade in that school.

### **3.3. The Technique for Data Collection**

In this research, the data is collected in quantitative and qualitative data. In collecting quantitative and qualitative data, the researcher give written test to the students as instrument. On the test, the students asked to write about described people.

The qualitative data is use to describe the situation during the learning teaching process. The qualitative data such as: interview, observation sheet, diary notes and documentation. Interview is useful to get information which have been done into cycles both students and the teacher. The writer interviews the student in order to know their weakness and problem at writing descriptive text. Observation sheet is useful to know student's reaction and to see the development that is exist since applying the learning cell learning strategy. Diary notes contain the writer personal evaluation about the class progress of the project.

### **3.4. The Instrument for Data Collecting**

The Instruments of data collecting are the tools selected and used by researchers in activities in order to collect these activities into a systematic and easy by it.<sup>24</sup> The kinds of instruments was used by the researcher are:

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<sup>24</sup>Suharsimi Arikunto (2013). *Manajemen Penelitian*. Jakarta: Rineka Cipta, p.101

### 1. Test

Test is a spate of questions or training as well as means of others who used to gauge the skills, intelligence of knowledge skill or talent owned by an individual or group.<sup>25</sup> The test that was used by writer are pre-test and post-test. This measuring instruments is usually consisted of a set of questions that is raised to each subject to know how far someone's knowledge about something or material. In this case, the researcher was used easy test to measure the student's ability at writing.

### 2. Interview

Interview is a conversation between the teacher-researchers and the participants in a study of where the teacher asking questions to participants.<sup>26</sup> In this case, interview was conducted of someone to get some information about the student's ability at writing descriptive text.

### 3. Observation

Observation is an action to watch carefully. The researcher was observed by watching the teaching and learning activities in the classroom during the class was done. How teachers taught and how student's response was came the object of the observation.

### 4. Diary Notes

Diary notes was essentially private document where the writer could tell everything that occurs in the class. Diary note was used to know all the student's activities, difficulties interest during the teaching and learning process.

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<sup>25</sup> Ibid, p.193

<sup>26</sup> Craig A.Mertles (2014). *PenelitianTindakanKelas*. Jakarta Barat: PT Indeks, p. 135



## 5. Document study

A documents study is anything written that contains information serving as proof. Document study includes some media, such as photo, which related to research focusing.

### 3.5. Research Procedure

The procedures of data collection was performed by administrating two cycle. Each cycle was contained four steps: they are planning, action, observation, and reflection. There is pre-test before conducting the cycle I in order to get background situation of the teaching learning in the class and the information of student's writing descriptive text. There is also post-test in the end of cycle. In every meeting the writer was conducted a test to see the student's improvement at writing descriptive text. The writer was interviewed the students and the English teacher of the class in order to get the general information of the student's difficulties at writing descriptive text.

#### 1. Cycle I

The writer is conducting based on the problems that was found in the pre-test. In the pre-test, it was found that the students are difficult to write descriptive text and even they don't know to produce it, cycle I was conducted from meeting 1 until meeting 2.

##### a. Planning

Planning is arrangement for doing something. In planning, it is considered everything that is related to the action that was done and it is prepared everything that was needed in teaching and learning process.

#### 1. Preparing lesson plan

2. Conducting the test before done cycles as the instrument to know students basic skill at writing descriptive text.
3. The learning material and media (picture or other)
4. The writing test
5. The instrument for collecting data such as dairy notes, interview sheet, observation sheet.

#### **b. Action**

Action is the step of implementing all of the things which is made in the planning phase. In this phase, the teacher was applied the lesson plan in teaching process. In teaching process the teacher was applied the learning cell learning strategy :

**Table II. Action for showing the learning cell learning strategy**

No	Activities	Output
1	Conducting test before doing cycle I (pre test)	Knowing the student's writing descriptive text ability before giving the material
2	Explain the material and the competence which will be reached	Students will know the material and competence so that it will encourage them focus
3	Giving the intruction how to apply the learning cell learning strategy	Knowing the procedure/step of the learning cell learning strategy
4	Conducting the assessment during cycle I by asking the	knowing the improvement of their writing descriptive text.

	students to described based on the picture by writing	
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### **c. Observation**

Observation is use to see and capture some influences caused by a classroom action research. Therefore, doing the observation must be carefully. In observation, the researcher was observed every action, comment, felling and certain behavior that appear during writing descriptive text. The attitudes of the students while doing their writing descriptive text.

### **d. Reflection**

Reflection consist of analysis, synthesis, interpretation, explanation, and conclusion. The reflection's result is having revision of the planning which had been done, and it could be used for repairing the teacher's performance in the future. Thereby, the action research could not be held in only one meeting because it needed more time to do the reflection's result as a planning for after cycle.

## **2. Cycle II**

The second cycle is the revision on the first cycle. It contains the revision that needed to be done after getting the conclusion in the first cycle. The second cycle has same phases like the first cycle, there are planning, action, observation and reflection. The purpose of this cycle is to improve the data in the first cycle.

### **3.6. Technique of Data Analysis**

This research was used qualitative and quantitative data. Quantitative data was analyzed by computing the score of writing test. The qualitative data was analyzed from the observation sheet, interview, and diary notes, documentation to

describe the improving of student's ability at writing descriptive text by using learning cell learning strategy. The mean of students score was computed in every writing test within two cycles in order to see student's improvement at writing descriptive text.

To know the mean of the student's score in each writing evaluation, the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:  $\bar{x}$  = The mean of the students.

$\sum x$  = Total Score

N = The number of the students.

To categorize the number of the students who passed the successfully, the writer will be applied the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where: P = The percentage of those who get the points up to 75.

R = The number of the students who get the points up to 75.

T = The total number of the students.

## **CHAPTER IV**

### **DATA ANALYSIS AND RESEARCH FINDING**

#### **4.1. Data Analysis**

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of student's score at writing descriptive text. The data were taken from a class which consisted of 22 students. The qualitative data were taken from interview, observation sheet, diary note and documentation.

This research was done in two cycle. Every cycle consisted of four steps of action research (plan, action, observation and reflection). Each cycle consisted of two meetings in this research.

##### **4.1.1. Quantitative Data**

The quantitative data were obtained from the score of student's writing test. The improvement of student's ability at writing descriptive text by using the learning cell learning strategy can be seen from the mean of student's score in pre-test, post-test in cycle I and post-test in cycle II.

##### **4.1.1.1. The Student's Score in the Pre-Test**

The researcher gave a test in the pre-test. The number of the students who test was 22. Here the students score of pre-test as follow:

**Table III. The Student's Score in the Pre-Test**

NO	INITIAL OF STUDENTS	PRE-TEST	
		Score	Criteria Succes ( $\geq 75$ )
1	APA	82	<b>PASSED</b>
2	ASH	55	FAILED
3	DHNS	62	FAILED
4	FS	84	<b>PASSED</b>
5	HP	60	FAILED
6	IP	62	FAILED
7	MS	51	FAILED
8	MR	53	FAILED
9	ML	57	FAILED
10	MDA	73	FAILED
11	MHTH	37	FAILED
12	NZ	68	FAILED
13	NA	75	FAILED
14	NHA	66	FAILED
15	RMH	37	FAILED
16	RH	62	FAILED
17	RV	75	FAILED
18	RFA	55	FAILED

19	SHL	53	FAILED
20	SK	62	FAILED
21	SA	80	<b>PASSED</b>
22	WR	51	FAILED
<b>TOTAL</b>		$\Sigma x = 1360$ $\bar{x} = 61,81$	

From the table of pre-test, the total score of students was 1360 and the number of students who took the test was 22 students, so the student's mean was:

Formula

$$\bar{x} = \frac{\Sigma x}{N}$$

$$\bar{x} = \frac{1360}{22} = 61,81$$

From the analysis above, student's ability at writing descriptive text was low. The mean of students was 61,81. The number of students who were competent at writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{3}{22} \times 100 = 13,63 \%$$

$$P_2 = \frac{19}{22} \times 100 = 86,36 \%$$

**Table IV. The Percentage of student's Score in the Pre-Test**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P <sub>1</sub>	Passed	3	13,63 %
P <sub>2</sub>	Failed	19	86,36 %
Total		22	100 %

From the table analysis, the student's ability at writing descriptive text was still low. The mean of students was 61,81. From the criteria 3 students got success score or it was only 13,63 %. On the other one, 19 students got unsuccessful score or it was only 86,36 %. It could be concluded that the student's ability at writing descriptive text was still low when doing action research in pre-test. So, post-test continued in the first cycle.

#### **4.1.1.2. The Student's Score in the Post-Test of the First Cycle**

In the post-test of the first cycle, the data analysis can be followed below:

**Table V. The Student's Score in the Post-test of the First Cycle**

<b>NO</b>	<b>INITIAL OF STUDENTS</b>	<b>POST-TEST IN CYCLE I</b>	
		<b>Score</b>	<b>Criteria Success (<math>\geq 75</math>)</b>
1	APA	86	<b>PASSED</b>
2	ASH	66	FAILED
3	DHNS	73	FAILED
4	FS	86	<b>PASSED</b>
5	HP	71	FAILED
6	IP	77	<b>PASSED</b>
7	MS	71	FAILED
8	MR	75	FAILED
9	ML	71	FAILED
10	MDA	80	<b>PASSED</b>



11	MHTH	66	FAILED
12	NZ	73	FAILED
13	NA	82	<b>PASSED</b>
14	NHA	71	FAILED
15	RMH	60	FAILED
16	RH	77	<b>PASSED</b>
17	RV	80	<b>PASSED</b>
18	RFA	66	FAILED
19	SHL	73	FAILED
20	SK	71	FAILED
21	SA	84	<b>PASSED</b>
22	WR	66	FAILED
<b>TOTAL</b>		$\sum x = 1625$ $\bar{x} = 73,86$	

From the table of post-test in the first cycle, the total score of students was 1632 and the number of students who took the test was 22 student's mean was:

Formula

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1625}{22} = 73,86$$

From analysis above, student's ability at writing descriptive text was low. The mean of student was 73,86. The number of students who were competent at writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{8}{22} \times 100 = 36,36 \%$$

$$P_2 = \frac{14}{22} \times 100 = 63,63 \%$$

**Table VI. The Percentage of Student's Score in Post-Test of the First Cycle**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P <sub>1</sub>	Passed	8	36,36 %
P <sub>2</sub>	Failed	14	63,63%
Total		22	100 %

From the table analysis, the student's ability at writing descriptive text was still low. The mean of students was 73, 86. From the criteria 8 students got success score or it was only 36, 36%. On the other one, 14 students got unsuccessful score or it was only 63, 63%. It could be concluded that the student's ability at writing descriptive text was still low when doing action research in post-test. So, post-test continued in the second cycle.

#### **4.1.1.3. The Student's Score in the Post-Test of Second Cycle**

The researcher gave test to the students in the end of each cycle. It was found that mean of student's score was kept improving from pre-test until post-test of the second cycle.

The analysis of post-test in the second cycle as follow:

**Table VII. The Student's Score in the Post-Test of Second Cycle**

<b>NO</b>	<b>INITIAL OF STUDENTS</b>	<b>POST-TEST IN CYCLE II</b>	
		<b>Score</b>	<b>Criteria Success (<math>\geq 75</math>)</b>
1	APA	95	<b>PASSED</b>
2	ASH	77	<b>PASSED</b>

3	DHNS	80	<b>PASSED</b>
4	FS	95	<b>PASSED</b>
5	HP	80	<b>PASSED</b>
6	IP	82	<b>PASSED</b>
7	MS	80	<b>PASSED</b>
8	MR	82	<b>PASSED</b>
9	ML	86	<b>PASSED</b>
10	MDA	86	<b>PASSED</b>
11	MHTH	73	FAILED
12	NZ	80	<b>PASSED</b>
13	NA	91	<b>PASSED</b>
14	NHA	80	<b>PASSED</b>
15	RMH	75	FAILED
16	RH	86	<b>PASSED</b>
17	RV	86	<b>PASSED</b>
18	RFA	77	<b>PASSED</b>
19	SHL	77	<b>PASSED</b>
20	SK	80	<b>PASSED</b>
21	SA	91	<b>PASSED</b>
22	WR	75	FAILED
<b>TOTAL</b>		$\sum x = 1814$ $\bar{x} = 82,45$	

From the table of post-test in cycle II, the total score of students was 1814 and the number of students who took the test was 22 student's mean was:

Formula

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1814}{22} = 82,45$$

From analysis above, student's ability at writing descriptive text was high. The mean of student was 83. The number of students who were competent at writing descriptive text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{19}{22} \times 100 = 86,36 \%$$

$$P_2 = \frac{3}{22} \times 100 = 13,63 \%$$

**Table VIII. The Percentage of student's Score in Post-Test of the Second Cycle**

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P <sub>1</sub>	Passed	19	86,36 %
P <sub>2</sub>	Failed	3	13,63%
Total		22	100 %

From the table analysis, the mean of students was 82, 42. From the criteria 19 students got success score or it was only 86, 36%. On the other one, 3 students got unsuccessful score or it was only 13, 63%. It could be concluded that the student's ability at writing descriptive text was improved. So, post-test of the second cycle was categorized success.

#### **4.1.1.4. The Improvement of the Student's Ability at writing Descriptive text by Using the Learning Cell Learning Strategy**

Here the improvement of student's ability at writing descriptive text in the pre-test, post-test I and post-test II.

**Table IX. Data Analysis of student's score in Pre-test, Post-test of the  
First Cycle, and Post-Test of the second Cycle**

NO	INITIAL OF STUDENTS	PRE-TEST		CYCLE I		CYCLE II	
		Score	Criteria Success ( $\geq 75$ )	Score	Criteria Success ( $\geq 75$ )	Score	Criteria Success ( $\geq 75$ )
1	APA	82	<b>PASSED</b>	86	<b>PASSED</b>	95	<b>PASSED</b>
2	ASH	55	FAILED	66	FAILED	77	<b>PASSED</b>
3	DHNS	62	FAILED	73	FAILED	80	<b>PASSED</b>
4	FS	84	<b>PASSED</b>	86	<b>PASSED</b>	95	<b>PASSED</b>
5	HP	60	FAILED	71	FAILED	80	<b>PASSED</b>
6	IP	62	FAILED	77	<b>PASSED</b>	82	<b>PASSED</b>
7	MS	51	FAILED	71	FAILED	80	<b>PASSED</b>
8	MR	53	FAILED	75	FAILED	82	<b>PASSED</b>
9	ML	57	FAILED	71	FAILED	86	<b>PASSED</b>
10	MDA	73	FAILED	80	<b>PASSED</b>	86	<b>PASSED</b>
11	MHTH	37	FAILED	66	FAILED	73	FAILED
12	NZ	68	FAILED	73	FAILED	80	<b>PASSED</b>
13	NA	75	FAILED	82	<b>PASSED</b>	91	<b>PASSED</b>
14	NHA	66	FAILED	71	FAILED	80	<b>PASSED</b>
15	RMH	37	FAILED	60	FAILED	75	FAILED

16	RH	62	FAILED	77	<b>PASSED</b>	86	<b>PASSED</b>
17	RV	75	FAILED	80	<b>PASSED</b>	86	<b>PASSED</b>
18	RFA	55	FAILED	66	FAILED	77	<b>PASSED</b>
19	SHL	53	FAILED	73	FAILED	77	<b>PASSED</b>
20	SK	62	FAILED	71	FAILED	80	<b>PASSED</b>
21	SA	80	<b>PASSED</b>	84	<b>PASSED</b>	91	<b>PASSED</b>
22	WR	51	FAILED	66	FAILED	75	FAILED
<b>TOTAL</b>		$\Sigma x = 1360$ $\bar{x} = 61,81$		$\Sigma x = 1625$ $\bar{x} = 73,86$		$\Sigma x = 1814$ $\bar{x} = 82,45$	

From the result of analysis showed that there was a development on the student's ability at writing descriptive text. It showed from the mean of pre-test was 61, 81, the mean of post-test in the first cycle was 73, 86, and the mean of post-test in the second cycle was 82, 42.

**Table X. The Percentage of Student's ability at Writing Descriptive Text by Using the Learning Cell Learning Strategy in Pre-test, Post-test I and Post-test II**

<b>MEETING</b>		<b>STUDENT WHO GET SCORE <math>\geq 75</math></b>	<b>PERCENTAGE</b>
PRE-TEST	I	3	13,63%
CYCLE I	II	8	36,36%
CYCLE II	III	19	86,36%

Based on the table above, the result of the analysis showed that there was an improvement on the student's ability at writing descriptive text. It was saw from

the mean of pre-test was 61, 81, the mean of post-test in first cycle was 73, 86 and the mean of post-test in cycle II was 82, 42. The percentage of the students score in pre-test who got point up to 75 there were only 3 of 22 student (36,36%), and percentage of the student's score in the cycle I who got point up 75 there were only 8 of 22 students (36,36%). It means that there was improvement about 22,73%. Then the percentage of the student's score in post-test of the second cycle who got point up 75 there were 19 of 22 students (86,36%). It meant the improvement was 50%.

The students score in pre-test, post-test I and post-test II had variation. In pre-test, the lowest score was 37 and the highest one was 84. In post-test I, the lowest score was 60 and the highest score was 87. In post-test II, the lowest score was 75 and the highest score was 95. The comparison score of writing descriptive text s can be seen on the table below:

**Table XI. The Comparison of the Student's Score in the Three writing Descriptive Text Test**

Name of Test	Pre-test	Post-test I	Post-test II
Lowest Score	37	60	75
Highest Score	84	87	95
$\bar{x}$	62,09	74,18	83
N	22	22	22

It concluded that the student's ability at writing descriptive text by using the learning cell learning strategy had increased from 61, 81 to 82, 42.

#### **4.1.2. Qualitative Data**

The qualitative data were taken from interview, observation sheet, diary note and documentation. The data of the observation were taken from two

focuses, as follow the writer (as the teacher) and the students. There were two interview season was conducted. The researchers interview the English teacher and the students. The first interview was done before conducting the research, this interview about the students writing and the strategy in teaching writing descriptive text. The second one was done obtain their opinion about their ability at writing after the researcher applied the learning cell learning strategy. The diary notes and documentation could be showed in the appendix.

#### **4.1.2.1. The Activity in the First Cycle**

In the first cycle, there are two meetings in this cycle. It consists of planning, action, observation and reflection.

##### **1. Planning**

Based on the result of pre-test which had been administrated before. It was known that the level of student's ability at writing descriptive text was low. Some problems also had been predicted. The researcher as the teacher, and the teacher would be observed the teaching learning process in which the learning cell learning strategy was implemented.

The plan was prepared before doing research. All preparation that was needed in the process of research was such analyzing and observing. Conducted the test, preparing media, observation sheet, interview sheet.

In this phase, there were some activities done by researcher, they were:

- a. Making lesson plan.
- b. Preparing media which needed in action
- c. Preparing observation sheet, interview sheet and diary notes.



## **2. Action**

In this phase, there were some activities done by researcher. They were:

- a. Explaining the procedures of the learning cell learning strategy.
- b. The teacher gave the topic and shared the picture
- c. The teacher ask the students to write a list of question related to the picture
- d. The teacher asked the students to pairs and every students have a role as a teacher and student.
- e. The students share their question to their friends as a teacher to answer their question. All of them must switch role.
- f. Every student has had answers from their teacher as keys to write a descriptive text form
- g. The teacher closed the meeting, collected their work and motivated the students to study hard.

## **3. Observation**

The data of the observation were taken from two focuses, as follow the writer (as the teacher) and the student. Based on the data of the observation sheet from the first cycle that found in the appendix V and VI, the teacher presentation was not good due to lack experience. But later, she could improve her presentation in every meeting, and in the second meeting in her performance was good. It meant the writer (as the teacher) was good in applying the learning cell learning strategy to improve their ability at writing descriptive text. The students had some problems in improving theirwriting descriptive text. But later, they got

improvement in every meeting. It meant that the students had good interest in learning writing descriptive text by the learning cell learning strategy.

#### **4. Reflection**

The researcher evaluated the teaching learning process in the end of meeting of the first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making second cycle. Second cycle was held to achieve the improvement score of the students.

Referring the result of post-test I, it was needed to conduct the second cycle. It was also needed for the researcher to make an improving action. The researcher decided to make some actions to improve the student's ability at writing descriptive text for the second cycle, such as:

- a. The teacher improved her ability in presenting material. She would speak clearly, so that students could understand the instruction.
- b. In controlling the class, the teacher would be helped by collaborator to come (control) the groups. So all of students did not made noise.
- c. In order to make the students more active, the teacher would give more chance to answer the question.
- d. The teacher would point the inactive students to answer her question. So all the students would get the opportunities to express their opinion.

#### **4.1.2.2. The Activity in the Second Cycle**

In the first cycle, there are two meetings in this cycle. It consists of planning, action, observation and reflection. Based on the first cycle the second will be arranged as follows:

##### **1. Planning**

In cycle two, the learning cell learning strategy still and was applied in teaching learning process. In the first cycle the students was given a picture as the media in the second cycle was too, but different picture. In this cycle, teaching learning process was more active than before. The student discussed in their pairs and gave feedback to their friend answer. The researcher motivated the students, that is important for them to open their mind in writing and more cooperate and responsible in learning process. The time is also 40 minutes for each meeting. Further the lesson plan was enclosed in the appendix.

##### **2. Action**

There were many activities while doing the research in the second cycle. There were:

- a. Giving the instruction how to describe based on the picture
- b. Giving the topic and sharing the picture
- c. The teacher ask the students to write a list of question related to the picture
- d. The teacher asked the students to pairs and every student have a role as a teacher and student.
- e. The students share their question to their friends as a teacher to answer their question. All of them must switch role.

- f. Every student has had answers from their teacher as keys to write a descriptive text form.
- g. The teacher move around the class to make all of the students were active to give comments or suggestion and made the students controlled their voiced.
- h. The teacher closed the meeting, collected their work and motivated the students to study hard.

### **3. Observation**

Based on the data of the observation sheet from the second cycle that found in the appendix VII and VIII, the researcher can conclude that the teacher activities in teaching learning writing descriptive text by the learning cell learning strategy in cycle II was very good. The teacher has ability to open teaching learning well. The teacher can attract the student's attention. In addition, the teacher applied the learning cell learning strategy well. Beside that, the students had very good interest in learning writing descriptive text by the learning cell learning strategy. It meant, there is improvement in teaching learning process between cycle I and Cycle II. In the other hand, the students

### **4. Reflection**

In this phase, the researcher could reflect the data whether the action given could improve student's writing ability. The researcher could be concluded as follow:

- a. The students did not feel bored at writing because there is key to build up a sentences, they could imagine what they want to write. their

problem in vocabulary could be solved because the teacher give them picture before describe the object (picture)

- b. Most students tried to give the best answer like the real teacher (as a role)
- c. Student's score had improved too. It was based on the percentage of the student's score. Their percentage of pre-test was 13,63%, post-test of cycle I was 36, 36% and the score of cycle II was 86,63%.

#### **4.2. Research Finding**

The result of indicate that there was an improvement of the students score at writing descriptive text by using the learning cell learning strategy. It could be seen from the data which showed that the mean of the student's score in every meeting increased. The findings of research were:

- a. The quantitative data was taken from writing descriptive text test. The result of the research indicated that there was improvement of student's score at writing descriptive text. It could be seen from the data which showed that the mean of students in the second cycle (82, 42) was higher than the first cycle (73, 86) and also in test before done cycles (61, 81)
- b. The qualitative data were taken from observation sheet, interview sheet, diary note and documentation. The learning cell learning strategy was able to improve the student's ability at writing descriptive text. It was shown by student's comments. They were enthusiasts in each day, the mistake became less.

Based on the result of the quantitative and qualitative data, it indicated that the action and the implication of the learning cell learning strategy in teaching learning writing descriptive text was improved.

#### **4.3. Discussion**

This research was conducted to find out the improving of the student's ability at writing descriptive text by using the learning cell learning strategy. The learning cell learning strategy is created in order to give motivation and simulate the students to mastery the material. In other hand, the learning cell is an effective way for a pair students to learn together. This strategy is also designed to avoid the students felt bored which stops them in learning English and the students can think creatively.

This research has proved effectiveness of applying the learning cell learning strategy. It was shown in the table of the improvement of the student's score of pre-test to post-test of cycle I and cycle II. The effect for the learning cell learning strategy, the students was easier in the learning process and the students can understand correctly to write descriptive text. The teacher was better and easier to implement the learning cell learning strategy at writing descriptive text. In the other hand, that the student's ability at writing descriptive text by using the learning cell learning strategy had improved.

Beside that, the improvement of students and teacher activity in the teaching and learning process has proved in the observation, interview sheet, diary note result and documentation. From the these data, there is the improvement of teaching and learning process between first cycle and second cycle. In addition,

teaching and learning process in the second cycle was more active and interesting. Most of students were understand to write descriptive text.

Based on the explanation above, it shows that using the learning cell learning strategy to improve the student's ability at writing descriptive text got a good improvement. So, there was any significant of using the learning cell learning strategy on the student's ability at writing descriptive text.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1. Conclusions**

Based on the result of the research, which aims to improve the student's ability at writing descriptive text by using the learning cell learning strategy, the researcher made conclusion related to the research question which are stated in chapter. The conclusions were obtaining through real phenomenon as the researcher did during the observation. The researcher draws some conclusion as follow:

1. The student's ability at writing descriptive text by using the learning cell learning strategy had improved. It could be showed from the discussion the result of pre-test and post-test in cycle I and II, the researcher could said that the learning cell learning strategy could be improved the student's ability at writing descriptive text. It is proved with student's improvement score of the tests because the mean of post-test in cycle I is higher than mean of pre-test (73, 86 > 61, 81), the mean of post-test II in cycle II is higher than mean of post-test in Cycle I (82, 42 > 73, 86). The proven target is 86, 36% or 19 from 22 students who increase their writing descriptive text.
2. Observation and interview sheet result showed that the students were active, more enthusiastic and response during teaching learning process. Interview, observation sheet and documentation report showed that the learning cell learning strategy helped them at writing descriptive text.



3. Finally, based on the result of qualitative showed, it could be concluded that the class atmosphere by using the learning cell learning strategy was active and improved at the first grade students of MTs Yayasan Islamiyah Medan.

## **5.2. Suggestions**

In order to make the teaching learning using the learning cell learning strategy more interesting, the researcher formulated some suggestion to the students and other teacher or researcher. Hopefully it will be used for them in the future. These are:

1. To the teacher
  - a. The teacher should create all alternative in teaching English language especially in writing skill. They should create the good atmosphere in the classroom and make the students more active in the class.
  - b. Teacher should develop teaching materials that suitable with the student's level.
  - c. The teacher should be creative in using teaching media, to make the teaching learning more effective.
2. To the students
  - a. The students should study English through practice and experiences.
  - b. The students should active in the class and also creative to get the point of teaching learning process.

- c. The students should pay attention to what the teacher's instruction and all the duty.
  - d. The students should learn the material before it is taught by the teacher in the class, so it will be easy for them to understand the materials.
- 3. To the other researcher
  - a. The other researcher, who wants to develop all information and knowledge nature the learning cell for those who have interest in doing research related to topic are able to make research in other discipline

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## APPENDIX I

### INTERVIEW SHEET

#### Interview with the student (before implementation)

- The researcher : hello, good morning. How are you?
- The student I : good morning miss. I am fine. Thank you. And you?
- The researcher : oh, I am fine too. What is your name?
- The student I : my name is Adinda Putri aisyah
- The student II : my name is Muhammad Daffi Azidan
- The researcher : do you like writing?
- The student I : yes, I like.
- The student II : yes, I like. But just a little.
- The researcher : do you have any problem, when you writing? Could you mention it?
- The student I : yes, I do. It is about idea. I can't find an idea to building sentences.
- The student II : off course miss, I have problem. One of them is I can't translate Indonesia to English well.

## APPENDIX II

### INTERVIEW SHEET

#### Interview with the English teacher (before implementation)

The researcher : based on your experience sir, how is the student's participation at writing skill ?

The teacher : based on my experience the student's participation at writing skill is good. The trick to make them participate, I give them a motivation and good punishment to make them enthusiastic.

The researcher : what is the learning strategy that you use?

The teacher : just immediately, I ask them to come one by one in front of class and write what I say or if there is a vcd/dvd or etc, I ask to them to listen and write it.

The researcher : is there any problem in their writing skill sir?

The teacher : off course. One of them is what I say is different with what they writes.

Medan, 08 March 2017

Known by,

English teacher

Abdan Ebin Purba, S.Pd.

### APPENDIX III

#### INTERVIEW SHEET

##### Interview with the student (after implementation)

- The researcher : do you like the learning cell learning strategy and why?
- The student I : yes I like. Because the strategy easy to understand.
- The student II : yes I like miss, because this strategy is interesting.
- The researcher : do you fell the learning cell could be helped you in mastery our material (writing descriptive text)? Why?
- The student I : yes I do. Because the strategy asks to us to mastery the material, so we can answer our friend's question.
- The student II : I think so miss. The learning cell make us more understand about the descriptive text because we work with our partner.

## APPENDIX IV

### INTERVIEW SHEET

#### Interview sheet with the English teacher (after implementation)

The researcher : what do you think about the learning cell learning strategy sir?

The teacher : I think that the learning cell learning strategy is interesting way to improve student's ability at writing skill especially writing descriptive text because the students more active and mastery the material, so they can answer the questions from their peer.

The researcher : do you want to try this strategy sir?

The teacher : yes, Insya Allah if I have the chance.

The researcher : thanks sir for your advice and support.

The teacher : yes, you are welcome.

Known by,  
English teacher

Abdan Ebin Purba, S.Pd.



**APPENDIX V****The observation sheet of student's activity (Cycle I)**

No	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come ontime	4	4	4	Very good
2	The students pay attention to the teacher's explanation	3	3	3	Good
3	The student are active in joining the learning process	3	3	3	Good
4	The students ask question to the teacher if there is something unclear	2	3	2, 5	Enough
5	The students can answer the question from the teacher	3	3	3	Good
6	The students can describe picture / imagine something	3	3	3	good

	coherently and cohesively				
	<b>Total Average</b>			<b>18,5</b>	

Notes :

1 : Bad                      2 : enough                      3 : good                      4 : very good

To know the student's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Number of activity}} = \frac{18,5}{6} = 3.08 = 3 \text{ (Good)}$$

In this case, it can be stated that the teacher has done all of the activities well.

Medan, 08 & 20 March 2017

Known by,

English teacher/observer

Abdan Ebin Purba, S.Pd.

**APPENDIX VI****The observation sheet for the teacher (Cycle I)**

No	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	The teacher comes on time	4	4	4	Very good
2	The teacher greets the students	3	4	3,5	Very good
3	The teacher motivates the students	3	3	3	Good
4	The teacher give instruction clearly	3	3	3	Good
5	The teacher be serious in teaching learning process	3	4	3,5	Very good
6	The teacher gives task to the students	3	3	3	Good
7	The teacher monitoring all of the students	3	3	3	Good
8	The teacher conclude the material	3	3	3	Good

	<b>Total Average</b>	<b>26</b>
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Notes :

1 : Bad                      2 : enough                      3 : good                      4 : very good

To know the value of teacher's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Number of activity}} = \frac{26}{8} = 3,25 = 3 \text{ (Good)}$$

In this case, it can be stated that the teacher has done all of the activities well.

Medan, 08 & 20 March 2017

Known by,

English teacher/observer

Abdan Ebin Purba, S.Pd.

## APPENDIX VII

### The Observation Sheet of Student's Activity (Cycle II)

No	Activity	Meeting of cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very Good
2	The students pay attention to the teacher's explanation	3	4	3,5	Good
3	The student are active in joining the learning process	4	4	4	Very Good
4	The students ask question to the teacher if there is something unclear	3	4	3,5	Good
5	The students can answer the question from the teacher	4	4	4	Very Good
6	The students can describe picture / imagine something	3	4	3,5	Good

	coherently and cohesively				
	<b>Total of Average</b>			<b>22,5</b>	

Notes :

1 : Bad                      2 : enough                      3 : good                      4 : very good

To know the student's activity in observation sheet cycle II, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Number of activity}} = \frac{22,5}{6} = 3,75 = 4 \text{ (Very Good)}$$

Based on the observation above, the researcher found that the students had improvement in participation and interest in joining the learning process because the learning process in cycle II was better in the cycle I.

Medan, 22 & 27 March 2017

Known by,

English teacher/observer

Abdan Ebin Purba, S.Pd.

## APPENDIX VIII

### The observation sheet of teacher's activity (Cycle II)

No	Activity	Meeting of cycle II		Average	Description
		1	2		
1	The teacher comes on time	4	4	4	Very Good
2	The teacher checks the student's attendance	4	4	4	Very Good
3	The teacher attracts the student's attention	4	4	4	Very Good
4	The teacher tells the topic material that will be learnt	3	4	3,5	Good
5	The teacher explain the objective of learning	3	4	3,5	Good
6	The teacher motivates the students to show their best at writing descriptive text.	4	4	4	Very Good
7	The teacher explains about descriptive text	4	4	4	Very Good
8	The teacher use the	3	4	3,5	Good

	strategy to write descriptive text				
9	The teacher involves the student's activity in learning process	3	4	3,5	Good
10	The teacher give the students chance to share their ideas or give question	4	4	4	Very Good
11	The teacher asks to the students to share their difficulties about the material	4	3	3,5	Good
12	The teacher tries to solve the student's problem	4	3	3,5	Good
13	The teacher gives feedback to the student's question	4	4	4	Very Good
14	The teacher concludes the lesson	3	4	3,5	Good
15	The teacher manage the time effectively	3	3	3	Good
	<b>Total of Average</b>			<b>55,5</b>	



Notes:

1 : Bad                      2 : enough                      3 : good                      4 : very good

To know the value of teacher's activity in observation sheet in cycle II, it can be calculated by using formula:

$$\text{Score} = \frac{\text{Total of Average}}{\text{Number of activity}} = \frac{55,5}{15} = 3,7 = 4 \text{ (Very Good)}$$

Based on the observation above, it can be stated that the teacher has done all of the activities better than the first cycle.

Medan, 22 & 27 March 2017

Known by,

English teacher/observer

Abdan Ebin Purba, S.Pd.

## APPENDIX IX

### LESSON PLAN (CYCLE I)

School	: MTs Yayasan Islamiyah Medan
Subject	: English
Class/Semester	: VII / Sem II
Aspect/Skill	: Writing
Tema	: Describing people
Jenis text	: Descriptive text
Time allocation	: 2 x 40 minutes
Competence Standard	: (Writing) revealed the meaning of the text write functional and simple short essay form of descriptive and recount text to interact with their surroundings.
Basic Competence	: (Writing) expresses the meaning and rhetorical stages of a simple short essay by using a variety of written language, fluently and thankful to interact with the surrounding environment in the form of descriptive and recount text.

#### Indicator :

1. Explain the definition, purpose and function of descriptive text.
2. Identify the generic structure and language feature of descriptive text.
3. Describe the feature of character, physical and profession of someone by writing.

#### A. Learning Objectives :

In the end of learning process the students are able:

1. To explain the definition, purpose and function of descriptive text.

2. To identify the generic structure and language feature of descriptive text
3. To describe the feature of character, physical and profession of someone by writing.

**B. Learning Material :**

a. Definition of descriptive text

Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

b. The generic structure of descriptive text

1. Identification.

In this generic structure introduces to the subject of description.

2. Description;

In this part give details of the characteristic features of the subject. Such as : qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

c. The Language Feature of Descriptive Text

Significant Grammatical feature of descriptive text are:

- a. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
- b. Use of Simple Present Tense.  
Use of Simple Past Tense if extinct.
- c. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
- d. Use descriptive adjectives (strong legs, white fangs).
- e. Use of detailed noun phrase to give information about the subject ( a very beautiful scenery, a sweet young lady, very thick fur).
- f. Use of action verb 'material processes' (it eats grass, it runs fast)


g. Use of adverbial to give additional information about behavior (fast, at tree house).

h. Use of figurative language (Jhon is as white as chalk).

3. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Blue
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Blond		Slanting

4. Give the example of descriptive text.

Identification	My Favorite artist
	I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program "OVJ" as a funny comedian. Besides, he also has a good voice. I like him very much.

C. **Method/Learning Strategy** : The Learning Cell, demonstration, discussion.

D. **Learning Media** : Picture.

E. **Activity Learning**

1. **Introduction**

Apperception:

- Teacher gives greeting
- Teacher checks the list of attendances
- Teacher explains learning objectives
- Teacher gives motivation

## **2. Main activity**

### **a. Exploration**

In exploration's activity, the teacher:

- Explain the topic that will be learnt
- Give an example about learning topic with picture (media).
- Give an instruction to the students to pair up with the comrades who favorite seeking.

### **b. Elaboration**

In elaboration's activity, the teacher:

- Gives the task to observe a picture.
- Asks to students to write a list of questions individually about the description of a picture in detail and determines who is be student A and student B.
- Asks to Student A start to asking question to student B (this is not a problem for student who wants to ask firstly), and asks to student B write the question and answer it.
- After receiving the answer question and has done correction or additional information from student B, and asks to student A write the answer and back asked if there is an answer less satisfying.
- After finish turn student B who asks to student A and so onward.
- If it has been completed asked responsible between student A and B. Asks to they gather the answer's result and start to write it in the descriptive text.

### **c. Confirmation**

In confirmation's activity, the teacher:

- Asks to students to discuss with their partner about the advantages what they derive from this activity.
- The teacher answering something that is no clear by students.
- The teacher and student asking and answering to straighten the mistake understanding, gives reinforcement and conclusion.

### 3. Closing

In the closing activity, the teacher:

- Asks to student to collect their written test.
- Teacher and students conclude the material.
- The teacher motivates the students who lack or have not actively participated.
- Teacher close the meeting.

#### F. Learning source

1. Relevant book grade VII.
2. Internet
3. Media.

#### G. Appraisal

1. Technique : question by writing
2. Form : Writing test
3. Instrument : Enclosed

Medan, 22 March 2017

Known by,

Headmaster

English Teacher

Researcher

Rustam,S.Pd.I Abdan Ebin Purba,S.Pd

Inda Susanti

## APPENDIX X

### LESSON PLAN (CYCLE II)

School	: MTs Yayasan Islamiyah Medan
Subject	: English
Class/Semester	: VII / Sem II
Aspect/Skill	: Writing
Tema	: Describing people
Jenis text	: Descriptive text
Time allocation	: 2 x 40 minutes
Competence Standard	: (Writing) revealed the meaning of the text write functional and simple short essay form of descriptive and recount text to interact with their surroundings.
Basic Competence	: (Writing) expresses the meaning and rhetorical stages of a simple short essay by using a variety of written language, fluently and thankful to interact with the surrounding environment in the form of descriptive and recount text.

#### Indicator :

4. Explain the definition, purpose and function of descriptive text.
5. Identify the generic structure and language feature of descriptive text.
6. Describe the feature of character, physical and profession of someone by writing.

#### H. Learning Objectives :

In the end of learning process the students are able:

4. To explain the definition, purpose and function of descriptive text.
5. To identify the generic structure and language feature of descriptive text
6. To describe the feature of character, physical and profession of someone by writing.

#### **I. Learning Material :**

##### **d. Definition of descriptive text**

Descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

##### **e. The generic structure of descriptive text**

###### **5. Identification.**

In this generic structure introduces to the subject of description.

###### **6. Description;**

In this part give details of the characteristic features of the subject. Such as : qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

##### **f. The Language Feature of Descriptive Text**

Significant Grammatical feature of descriptive text are:

- i. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
- j. Use of Simple Present Tense.  
Use of Simple Past Tense if extinct.
- k. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
- l. Use descriptive adjectives (strong legs, white fangs).
- m. Use of detailed noun phrase to give information about the subject ( a very beautiful scenery, a sweet young lady, very thick fur).




- n. Use of action verb ‘material processes’ (it eats grass, it runs fast)
- o. Use of adverbial to give additional information about behavior (fast, at tree house).
- p. Use of figurative language (Jhon is as white as chalk).

7. Vocabulary items related to personal appearance:

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Blue
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Blond		Slanting

8. Give the example of descriptive text.

Identification	My Favorite artist
	<p>I have a favorite artist. His name is Sule. His true name is Entis Sutisna. Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one of television program “OVJ” as a funny comedian. Besides, he also has a good voice. I like him very much.</p>

J. **Method/Learning Strategy** : The Learning Cell, demonstration, discussion.

K. **Learning Media** : Picture.

L. **Activity Learning**

4. Introduction

Apperception:

- Teacher gives greeting
- Teacher checks the list of attendances
- Teacher explains learning objectives
- Teacher gives motivation

## 5. Main activity

### d. Exploration

In exploration's activity, the teacher:

- Explain the topic that will be learnt
- Give an example about learning topic with picture (media).
- Give an instruction to the students to pair up with the comrades who favorite seeking.

### e. Elaboration

In elaboration's activity, the teacher:

- Gives the task to observe a picture.
- Asks to students to write a list of questions individually about the description of a picture in detail and determines who is be student A and student B.
- Asks to Student A start to asking question to student B (this is not a problem for student who wants to ask firstly), and asks to student B write the question and answer it.
- After receiving the answer question and has done correction or additional information from student B, and asks to student A write the answer and back asked if there is an answer less satisfying.
- After finish turn student B who asks to student A and so onward.
- If it has been completed asked responsible between student A and B. Asks to they gather the answer's result and start to write it in the descriptive text.

### f. Confirmation

In confirmation's activity, the teacher:

- Asks to students to discuss with their partner about the advantages what they derive from this activity.
- The teacher answering something that is no clear by students.
- The teacher and student asking and answering to straighten the mistake understanding, gives reinforcement and conclusion.

## 6. Closing

In the closing activity, the teacher:

- Asks to student to collect their written test.
- Teacher and students conclude the material.
- The teacher motivates the students who lack or have not actively participated.
- Teacher close the meeting.

## M. Learning source

4. Relevant book grade VII.
5. Internet
6. Media.

## N. Appraisal

4. Technique : question by writing
5. Form : Writing test
6. Instrument : Enclosed

Medan, 29 March 2017

Known by,

Headmaster

English Teacher

Researcher

Rustam,S.Pd.I Abdan Ebin Purba,S.Pd

Inda Susanti

**APPENDIX XI****PRE-TEST**

Name :

Direction :

1. Write your full name on the left top of your work sheet
2. Look at the picture about “Joko Widodo”
3. Write a text by describing people about Joko Widodo.

A. Identification



B. Description

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**APPENDIX XII****PRE-TEST I**

Name :

Direction :

4. Write your full name on the left top of your work sheet
5. Look at the picture about “Joko Widodo”
6. Write a text by describing people about Joko Widodo.

C. Identification



D. Description

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**APPENDIX XIII****POST-TEST II**

Name :

Direction :

7. Write your full name on the left top of your work sheet
8. Look at the picture about “Susilo Bambang Yudhoyono”
9. Write a text by describing people about Susilo Bambang Yudhoyono.

E. Identification



F. Description

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## APPENDIX XIV

## LIST OF INITIAL STUDENTS

<b>NO</b>	<b>INITIAL OF STUDENTS</b>	<b>THE NAME OF STUDENTS AT FIRST GRADE</b>
<b>1</b>	<b>APA</b>	<b>ADINDA PUTRI AISYAH</b>
<b>2</b>	<b>ASH</b>	<b>ALIF SYAH, HK</b>
<b>3</b>	<b>DHNS</b>	<b>DESY HEVA NURWANDA SALAMONI</b>
<b>4</b>	<b>FS</b>	<b>F.RILL SALSABILA</b>
<b>5</b>	<b>HP</b>	<b>HERI PRADANA</b>
<b>6</b>	<b>IP</b>	<b>ISMAILIYAH PUTRI</b>
<b>7</b>	<b>MS</b>	<b>M. SYAFII</b>
<b>8</b>	<b>MR</b>	<b>MARISA</b>
<b>9</b>	<b>ML</b>	<b>MELISA</b>
<b>10</b>	<b>MDA</b>	<b>MHD. DAFFI AZIDAN</b>
<b>11</b>	<b>MHTH</b>	<b>MUHAMMAD HENGKY TAHIR HUTASUHUT</b>
<b>12</b>	<b>NZ</b>	<b>NALYA ZOHOLA</b>
<b>13</b>	<b>NA</b>	<b>NAZWA ASFIA</b>
<b>14</b>	<b>NHA</b>	<b>NUR HUSNA AFIDA</b>
<b>15</b>	<b>RMH</b>	<b>RAIHAN MAHMUD HUTASUHUT</b>
<b>16</b>	<b>RH</b>	<b>RANGGA HASIBUAN</b>
<b>17</b>	<b>RV</b>	<b>RIZKA VISTA</b>
<b>18</b>	<b>RFA</b>	<b>RIZKY FADHILLAH ASSAD</b>

<b>19</b>	<b>SHL</b>	<b>SAIBATUL HASANAH LUBIS</b>
<b>20</b>	<b>SK</b>	<b>SITI KHOTIMAH</b>
<b>21</b>	<b>SA</b>	<b>SYAFIKAH ANNISA</b>
<b>22</b>	<b>WR</b>	<b>WAHYU RAMADHAN R</b>



## **APPENDIX XVIII**

### **DIARY NOTES**

#### **Meeting I ( 08 March 2017)**

In the first meeting. The researcher introduced her self and explained of hers coming and gave pre- test. The researcher gave picture about “Joko Widodo” and short explanation. When the students did the writing descriptive text test in the class. Most of them got confuse how to express and idea and what should I do first. Many problems have been found during teaching and learning process. They have problem to build up the sentences. So, it could be concluded that the students still had difficulties at writing descriptive text. Before conducted at second meeting, in the end of first meeting the researcher gave a paper that discuss about material that will be learned in the next meeting and reminded the student to search another source.

#### **Meeting II ( 20 March 2017)**

The second meeting was better than first meeting, the students enjoy and gave a good response in teaching and learning process. The researcher explained the material, give a picture as media to give an example. The researcher applied the learning cell learning strategy in teaching learning process. The researcher divided the students into pairs and give a picture about “ Joko Widodo”. The researcher asked the all of students make three different questions with their partner around of Joko Widodo. Than the researcher determined the student who is a teacher and student. And shared their questions to their partner and to answer it. After few minutes, the researcher asked the student to switch role. After all of

the answer collected, this is a keyword to write descriptive text easier in building a sentences. The researcher asked the students to start write descriptive text form about Joko Widodo individually. After that, collect their work. The researcher found the problems in this meeting: some of students didn't apply the learning strategy as the procedure because they could not answer their partner's question, some student were not active, made noise, disturb their friend. So the researcher motivated the students to be confidence to show their ability, and appreciate his/her friend as a partner. And the end of second meeting the researcher reminded the students to mastery the material and search in another source.

### **Meeting III ( 22 March 2017)**

In this meeting, the researcher reminded their mistakes at writing descriptive text test ( To Be, Pronouns etc) from their last test and do not to repeat some mistakes. The researcher gave explanation about their mistakes. And gave another object (picture) to describe together. Every student should have a phrase that will be written on white board with them one by one. If there are students who can't participate well then they will get punishment, like sing an English song. While doing the test, some of them did the test seriously and some didn't focus during the test, the researcher found that were some students still got low score so the researcher decide to make the second cycle. And the end of second meeting the researcher reminded the students to mastery the material and search in another source.

**Meeting IV ( 27 March 2017)**

This meeting more enjoy than before, the students feel relax and more brave to give their opinion. In this meeting the researcher asked to students to describe about “Susilo Bambang Yudhoyono” by applying the learning cell learning strategy like in the second meeting. In the end of this meeting the researcher do the game. There are two groups and one group consists of eleven students. every groups has a chairman that has a function to secure her/his member. Each group must describe about one object that have been determined by researcher and write it on the white board one by one. Every group should be corrected and gave opinion around of the other group’s description result. If they gave the right correction, the will be got point.

## APPENDIX XIV

## DOCUMENTATION







## Pre test

Name : Rai Han/ M. H. TS

Direction :

1. Write your full name on the left top of your work sheet
2. Look at the picture about "Joko Widodo"
3. Write a text by describing people about Joko Widodo.

## A. Identification



## B. Description

His mempunyai hidung mancung  
 Presiden-akan Indonesia hp has Slanting  
 eYusi has Flat nose nenasthn Body  
 he has wife nenase Tall Body  
 Hebt hrien Javenus behas ach 1 idren behasa  
 wise has kiamie Beugiom oYoy las esheh  
 aus Short hair.

1. 2 7.2  
 2. 2 8.2  
 3. 2 9.1  
 4. 2  
 5. 2  
 6. 2

$$\Rightarrow 17/45 \times 100 = 37$$

### POST-TEST I

Name : Adinda Putri Aisyah /VII-3

Direction :

1. Write your full name on the left top of your work sheet
2. Look at the picture about "Joko Widodo"
3. Write a text by describing people about Joko Widodo.

#### A. Identification



#### B. Description

He has slanting eyes, He is president Indonesia, His Name is Joko Widodo. He is body Thin, He pointed Nose, He has Tall body. He don't Using eyes glasses, He has Skin brown body, He has a wife and children he is a Wise, He is Ethnic Javanese, and he has Religion is Islam, he has black hair, call by Jokowi, He submit Islam religion, He lead Community Indonesia

1.5	6.4
2.5	7.4
3.4	8.4
4.5	9.4
5.4	

$$\Rightarrow 39 / 45 \times 100 = 86$$

## POST-TEST II

Name : F. Rili Salsabila /  $\sqrt{11}^{-3}$

Direction :

1. Write your full name on the left top of your work sheet
2. Look at the picture about "Susilo Bambang Yudhoyono"
3. Write a text by describing people about Susilo Bambang Yudhoyono.

A. Identification



B. Description

His name is Susilo Bambang Yudhoyono, He has big body and tall body. He is a Former President of Republik Indonesia. He has brown skin he has pointed nose - He has fat body. He is a wise. He has short hair. He is Sixth President of Republik Indonesia. He has standing eyes. He is a smart, He has a wife, her name is Ani Yudhoyono. He has Javanese ethnic. He has Islamic Religion.

1. 5	6. 5
2. 5	7. 4
3. 5	8. 4
4. 5	9. 4
5. 5	=>

$$43/45 \times 100 = 95$$





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Willem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683

Website : [www.fitk.uinsu.ac.id](http://www.fitk.uinsu.ac.id) e.mail : [fitk@uinsu.ac.id](mailto:fitk@uinsu.ac.id)

Nomor : B-1498/ITK/ITK.V.3/PP.00.9/03/2017

03 Maret 2017

Lampiran : -

Hal : **Izin Riset**

**Yth. MTs Yayasan Islamiyah Medan**

*Assalamu'alaikum Wr Wb*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : INDA SUSANTI  
T.T/Lahir : Medan, 06 Juli 1995  
NIM : 34133147  
Sem/Jurusan : VIII/Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MTs Yayasan Islamiyah Medan guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

**"IMPROVING STUDENTS' ABILITY AT WRITING DESCRIPTIVE TEXT BY USING THE LEARNING CELL LEARNING STRATEGY AT THE FIRST YEAR OF MTs YAYASAN ISLAMİYAH MEDAN"**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalam*

A.n. Dekan  
Ketua Jurusan PBI



**Dr. Sholihatul Hamidah Dly, M.Hum**

NIP. 19750622 200312 2 002

Tembusan:

.Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

 <p style="text-align: center;"> <b>YAYASAN MADRASAH ISLAMIYAH MEDAN</b>  <b>MADRASAH TSANAWIYAH (MTs)</b>  <b>KELURAHAN SIDOREJO HILIR - MEDAN TEMBUNG</b>          JL. SULUH NO. 71-D MEDAN 20222       </p> 		
Nomor	: 021/MTs/YMIM/IV/2017	Medan, 25 April 2017
Lamp	: -	Kepada Yth.
Hal	: <u>Keterangan Hasil Riset</u>	Dekan FITK UINSU
		di-
		<u>Tempat</u>

Assalamu'alaikum Wr.Wb

Yang bertanda tangan di bawah ini Kepala Sekolah MTs Islamiyah Medan dengan ini menerangkan bahwa :

Nama : INDA SUSANTI  
 NIM : 34133147  
 Sem/Prodi : VIII/Pendidikan Bahasa Inggris

Telah melakukan Riset di MTs Islamiyah Medan mulai tanggal 03 Maret s/d 03 April 2017 untuk pembuatan skripsi yang berjudul **"IMPROVING STUDENT'S ABILITY AT WRITING DESCRIPTIVE TEXT BY USING THE LEARNING CELL LEARNING STRATEGY AT THE FIRST YEAR OF MTs YAYASAN ISLAMIYAH MEDAN"**

Demikian surat ini di perbuat, untuk dipergunakan dengan sebagaimana mestinya.

Wassalam,



**RUSTAM, S.Pd.I**

## **BIOGRAPHY**

Name : **Inda Susanti**

Student Number : 34.13.3.147

Place/date of birth : Medan, July 06<sup>th</sup>, 1995

Sex : Female

Address : Desa Bintang Bayu Dusun I No. 76 Serdang  
Bedagai

Name of Father : **Rusmali**

Name of Mother : **Nur' aini Br. Tambunan**

### **Education Background**

1. Graduated Primary School at MIN Bintang Bayu Serdang Bedagai 2007.
2. Graduated Junior High School at MTs GUPPI Bintang Bayu 2010
3. Graduated Senior High School at SMK Swasta AKP (Awal Karya  
Pembangunan) Galang Deli Serdang 2013

4. Graduated Student of English Education Department of Faculty and Teaching Training